

# **Behavioral Health Conference**

## **Sept. 2 & 3, 2015**

### **State Systemic Improvement Plan (SSIP)**

### **Targeting Students with Behavioral, Social/Emotional, Social Communication & Mental Health Needs**

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# State Systemic Improvement Plan

- ▶ **Improve Results for SWD**
  - ▶ **Six Year Plan**
    - ▶ **Yrs. 1, 2, Plan Development**
    - ▶ **Yrs. 3, 4, 5, 6 Implementation and Evaluation**
- ▶ **Data Based Decisions by**
  - ▶ **Stakeholders**
    - ▶ **Measurement, Target Population, Strategies**

## Target Population

Students with Behavior, Social/Emotional,  
Social Communication & Mental Health  
Needs

## Measure to Evaluate Success

Six Year Extended Graduation Rates of  
Students Identified with an Emotional  
Disability

## Target Population

- ▶ Largest Gap in Graduation Rates
  - ▶ Between the General Population & other SWD
- ▶ Largest Gap in Drop-out Rates
  - ▶ Between the General Population & other SWD
- ▶ Amongst the Lowest Rates of Academic Proficiency
- ▶ Of most Concern to Educators, Parents, Social Service Agencies, VR, Communities

# Target Population

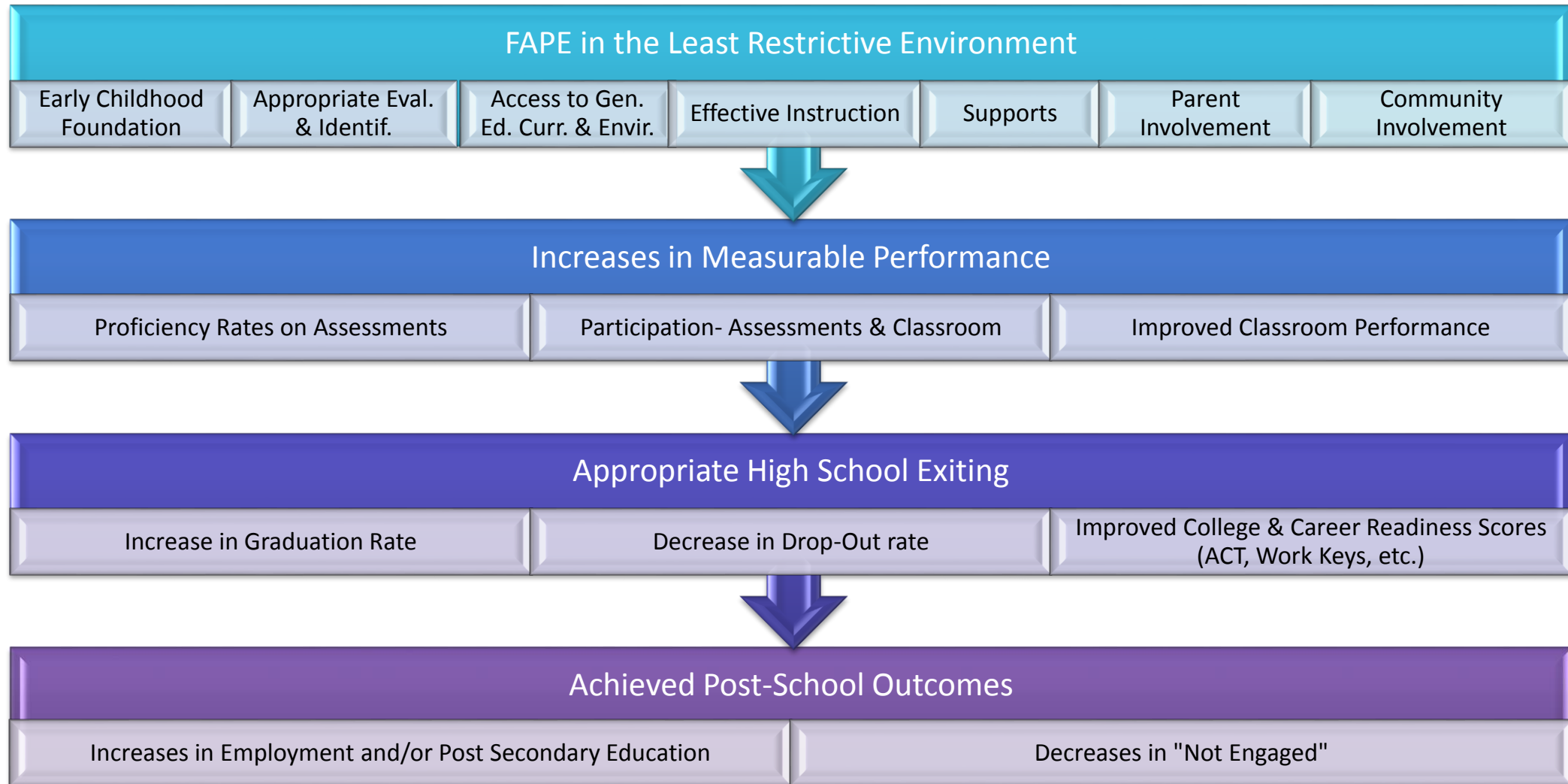
- ▶ Student Population with Some of the Largest Barriers
  - ▶ Attitudes
  - ▶ High Degree of Variance in Diagnosis and Comorbidity
  - ▶ Misunderstanding of the Needs of the Population
  - ▶ Low Number of Public Services

## Long Term Effects

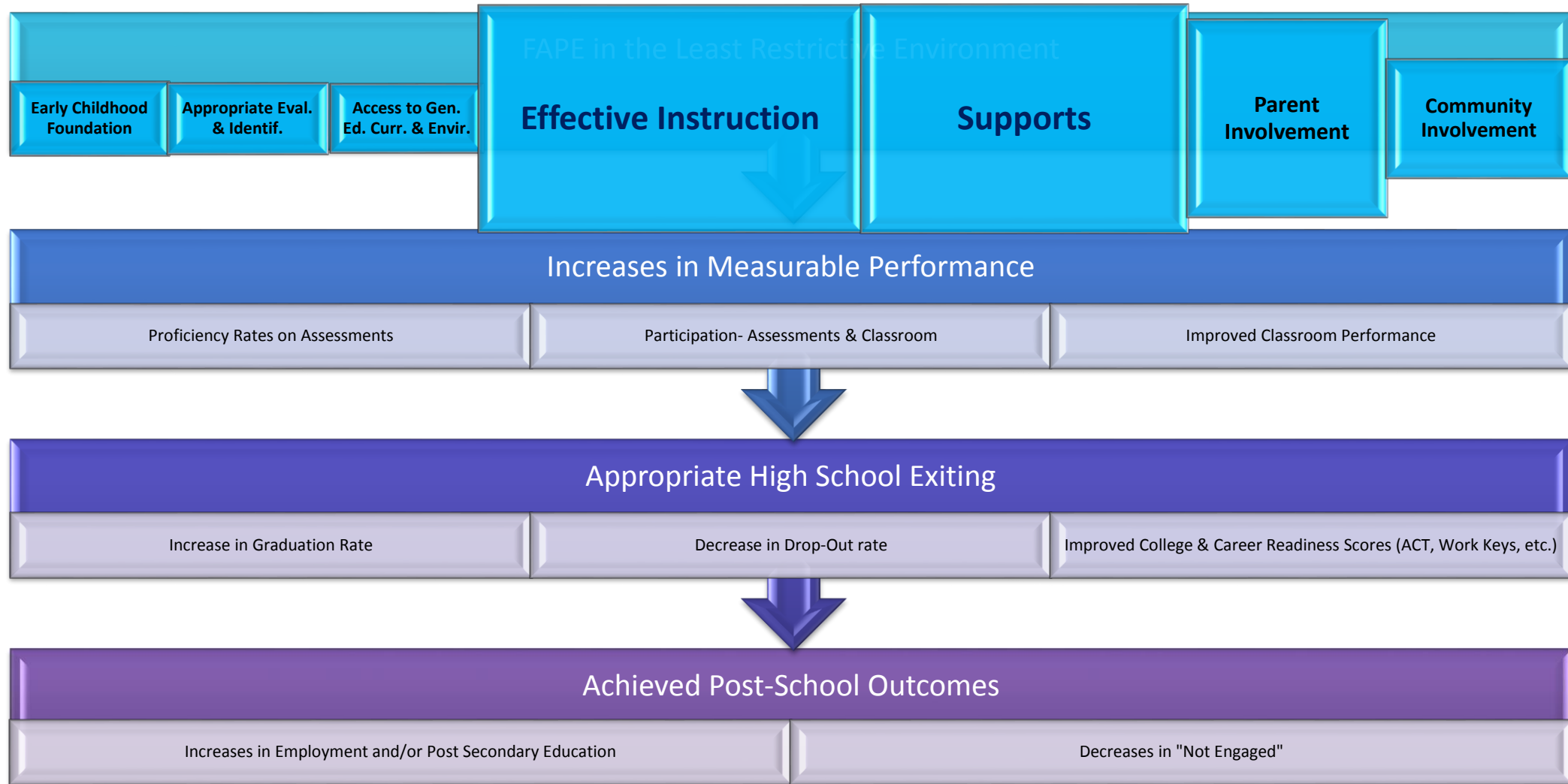
Target Population – 25+% of SWD

**Improve Graduation Rates,  
Drop-Out Rates and  
Academic Proficiency Rates  
for All SWD**

# North Dakota Special Education Improvement Model



# North Dakota Special Education Improvement Model





# Strategy

## Continuous Improvement Planning

**Identifies Evidence Based &  
Promising Practices (EBPPs)**

- ▶ Implemented at Local Level
- ▶ Specific to Target Population

# Building Capacity

## ▶ Performance Planning Model & Process

- ▶ Impact on what people DO!

  - ▶ Administrative, Classroom, Student

- ▶ Uses System Performance Data to:

  - ▶ Evaluate Current Performance and Determine Performance Targets for Improvement

# Performance Planning Model

- ▶ Standards, Indicators, Performance Rubrics
  - ▶ Descriptions of Performance
  - ▶ Identifies EBPPs for each Indicator
  - ▶ Identifies Possible Programs, Tools, Resources, Interventions with EBPPs Embedded

# Special Education Performance Planning Model

## ► **2 Standards** (System Performance)

### 1) **Implementing Effective Instruction**

#### ► **2 Indicators** (IEP Team & Staff Performance)

► **Self-Regulation Skills- Engagement**

► **Executive Function Skills- Action & Expression**

### 2) **Implementing Effective Supports**

#### ► **3 Indicators** (IEP Team & Staff Performance)

► **Academic**

► **Behavior**

► **Parent/Student/Family & Community**

# Special Education Planning Model- Frameworks of Effective Instruction & Supports

► **Instruction**- Universal Design for Learning (**UDL**)  
Framework- Engagement/Action & Expression  
Principles

- Initial Years- **Engagement**
  - **EBPP- Classroom Teachers Plan & Use Multiple Means of Engagement**
  - **EBPP- Teaching of Self-Regulation Skills to Individual Students**

# Special Education Planning Model- Frameworks for Effective Instruction & Supports

## ► Supports-

- Academic- Multi-Tiered Systems of Support (**MTSS**) Framework
- Behavioral- Positive Behavioral Intervention Supports (**PBIS**) Framework
- Parent/Student/Family & Community Supports-  
**Wrap Around** Framework

# Initial Years- Behavioral Supports

- **Evidence Based Practices**
  - **EBPP- IEP Team use of FBA directing Behavior Planning**
  - **EBPP- Admin. use of Early Warning Systems**

# Building Capacity

## Developing Technical Assistance Structures & Plan

- Emphasize Implementation Fidelity-
  - Planning Process
  - Evidence Based & Promising Practices



# Building Capacity

## Structures for Quality Professional Development:

- ▶ UDL
- ▶ Prevent, Teach, Reinforce (FBA-BIP)
  - ▶ Self-Regulation Skills
  - ▶ Early Warning Systems

# Timeline

## ▶ **2015-16 School Year**

- ▶ NDDPI- Building State and Local Level Capacity
- ▶ Local Special Ed. Units- Conduct Planning Process
  - ▶ Determine Improvement Strategies & Activities
  - ▶ Set Goals
  - ▶ Prepare for Scaling-Up of EBPPs

## ▶ **Summer, 2016 & 2016-17 School Year**

- ▶ NDDPI- State & Regional Level PD & Continue Building Capacity
- ▶ Local- Prof. Dev. & Build their Capacity

## More Information

- **Local Spec. Ed. Unit Directors**
- **Local School Administrators**
- **NDDPI, Special Education Website**
  - [www.nd.gov/dpi/Administrators/SpecialEd](http://www.nd.gov/dpi/Administrators/SpecialEd)
- **NDDPI, Special Education Office**
  - 701-328-2277
- **Kevin McDonough, Project Lead**
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